

Professional Development Plan

Team Toolkit

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Foreword



Our Wisconsin Quality Educator Initiative provides the foundation for our New Wisconsin Promise to ensure a quality education for every child and close the achievement gap between economically disadvantaged students, students of color, and their peers. To raise all students' achievement, we need quality teachers in every classroom and strong leadership in every school. In 1995, the State of Wisconsin embarked upon redesigning our professional education and preparation program approval process and professional educator licensing system to reflect the accomplishment and demonstration of accepted educational standards. This resulted in the implementation in 2000 of the Wisconsin Quality Educator Initiative as defined in PI 34, Wisconsin Administrative Code.

In the 2004–05 school year, 3,500 initial teachers were certified and licensed under the Wisconsin Quality Educator Initiative, PI 34. Recognized nationally for our high-quality teachers, we are positioned to do even more, thanks to the collaboration of local school districts, teachers and administrators, higher education, educator unions, professional and school board organizations, parent organizations, and the Department of Public Instruction.

As State Superintendent, I am pleased to lead this effort to enhance student learning by strengthening Wisconsin's teacher, pupil service personnel and administrator preparation. The Wisconsin Quality Education Initiative also provides a license renewal system based on performance standards that support the belief that educators need to be lifelong learners. Licensure is a pledge by the State of Wisconsin that the licensee is able to carry out the demands of the education profession. The new stages of licensure assure the public that licensed professional educators will maintain a commitment to the continued acquisition of knowledge and skills in their license categories. The Wisconsin Educator Standards as outlined in PI 34 provide the framework for educator preparation and ongoing professional development.

This guide is a tribute to my wonderful friend and dedicated former assistant state superintendent, Jack Kean. It was through Jack's leadership that this initiative was implemented successfully in Wisconsin. Jack was a true lifelong learner, who will be remembered as an outstanding educator and advocate of quality teachers for all students.

Elizabeth Burmaster
State Superintendent

Acknowledgments

This toolkit is based on the work of 575 teachers, administrators, pupil services personnel, and higher education representatives who were engaged in a pilot of the professional development plan documents during 2002–4. Additionally, the License Renewal and Support Center coordinators and participants in the pilot PDP Team training process provided feedback in January and February of 2005.

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Table of Contents

Section I	Guidelines for Renewing a License with a Professional Development Plan (PDP)	1
	Introduction	1
	Guidelines for Writing the PDP.	1
	Licensure Cycle for Initial and Professional Educators	2
	PDP Team Composition.	4
	PDP Team Training	5
	PDP Team Review Process	5
	Appeals Process.	6
Section II	Process for PDP Goal Approval	7
	General Guidelines for PDP Team Goal Approval	7
Section III	Process for PDP Verification	11
	General Guidelines for PDP Team Verification of a Plan.	11
Appendix A	Professional Development Plan at a Glance	15
Appendix B	Subchapter II—Wisconsin Standards	17
	Subchapter II—PI 34.02 Teacher Standards.	17
	Subchapter II—PI 34.03 Administrator Standards.	18
	Subchapter II—PI 34.04 Pupil Services Standards.	18

Guidelines for Renewing a License with a Professional Development Plan (PDP)

Introduction

Educator licensure is a guarantee by the state of Wisconsin that the licensee is able to carry out the demands of the education profession. Multiple levels of licensure and renewal of a license exist to assure the public that its professionals will maintain a commitment to the thoughtful acquisition of knowledge in their individual area(s) of endorsement, as well as the application of best educational practices in their area(s) of expertise. The Wisconsin Educator Standards for licensure as outlined in Wisconsin Administrative Rules PI 34¹ for teachers, pupil services personnel, and administrators provide the framework for professional development. It is up to the individual licensee to develop a PDP.

The planning process for writing a PDP ensures that Wisconsin educators remain deeply committed to professional growth and will keep Wisconsin schools places that motivate and engage all students. Writing a PDP allows the educator to direct his or her own professional growth and determine how that growth will have an effect on student learning. The following principles provide the foundation for developing PDPs.

A PDP

- is a means to work with others to further the educator's vision and goal and have an effect on student learning;
- addresses the needs of the individual educator by enhancing his or her knowledge and skills and thus the quality of student learning;
- addresses two or more of the educator standards as outlined in PI 34;
- encourages educators to think outside the box; and
- may include district and/or building initiatives.

Guidelines for Writing the PDP

Teachers, administrators, or pupil services personnel who are issued an Initial Educator License are required to complete a PDP as one of the license requirements to advance to the Professional Educator License stage. The other requirement for advancement is three years of experi-

1. Chapter PI 34, Wis. Administrative Rules: DPI website, dpi.wi.gov/tepdll.

ence in a regular (not substitute) position that requires an Initial Educator License. Once the initial educator advances to the Professional Educator License stage, renewal of the Professional Educator License shall require verification of completion of a PDP. A professional educator licensed or eligible for a license prior to August 31, 2004, may choose to complete a PDP or six semester credits for license renewal. This choice needs to be made at the beginning of the licensure cycle.

The PDP should demonstrate increased proficiency and reflect the Wisconsin Educator Standards. Successful completion of the PDP shall be documented and that completion shall be verified by a majority of the PDP Team and communicated to the state superintendent.

The PDP shall include

1. goal(s) and objectives that address two or more Wisconsin Educator Standards;
2. identified activities related to the professional development goal(s) with evidence of application to the classroom or learning community;
3. a timeline for achieving the professional development goals with evidence of annual review of the objectives and activities;
4. evidence of collaboration with others; and
5. an assessment plan that specifies indicators of professional growth and how meeting the goal(s) will improve the educator's professional knowledge and have an effect on student learning.

(See sections II and III of the PDP Educator Toolkit for further explanation of the process for creating the PDP. Appendix A also provides a quick at-a-glance view of the PDP.)

Licensure Cycle for Initial and Professional Educators

The PDP is part of a cycle of professional growth. A timeline has been established that provides for meaningful professional development that has an effect on student learning. *(See timeline for the PDP process for license renewal for the initial and professional educator on the following pages.)*

In the initial educator cycle, the plan may be completed in three years but must be completed within five years. The initial educator licensure timeline is connected to regular employment (not as a substitute) in a position that requires the Initial Educator License; therefore, the license cycle timeline begins at date of employment. If the initial educator's employment is interrupted, the license may be renewed.

In the professional educator cycle, the license renewal period is five years.

Timeline for the Initial Educator's PDP Process for Advancement to the Professional Educator Stage

Time Frame	Component	Description	PDP Form
Year one of your employment/ license cycle	Preparing to Write the Plan—Self-Reflection	The first year of employment is for self-reflection, selection of a goal, and formulation of the plan.	PDP Step I
By October 1 of year two of your employment/license cycle	Writing the Plan— Components	You are required to write a PDP and submit it to a PDP Team for their approval of the goal(s). You are responsible for initiating this review with the PDP Team. If you have identified more than one goal in your plan, you must follow Step II, A–E, for each goal.	PDP Step I and Step II, A–E
December 1	Goal Approval by PDP Team	A PDP Team reviews your plan. A two-thirds majority is needed for goal approval.	PDP Goal Approval Form
January 15–June 1	Goal Revisions	If a majority of the PDP Team does not approve your goal, comments are given, and you must resubmit your revised goal.	PDP Step I and Step II, A–E
Years two, three, four	Documentation of Annual Review	It is your responsibility to review your plan annually, including a reflection summary and any revisions to your goal(s), objectives, and activities each year of your license cycle except the first and last years. These annual reviews must be submitted to the PDP Team as part of your completion plan.	PDP Step III
April 1	Plan Revisions	If there are substantial revisions to your plan, you must submit the annual review to the PDP Team each year revisions are made.	PDP Step III
By January 15 during the final year of your employment/ license cycle	Documentation of Completion of the Plan	It is your responsibility to document and submit your completed plan and include your approved and signed Goal Approval Form to the PDP Team for their review and verification.	PDP Step IV
April 1	Verification of Completion of the Plan by the PDP Team	The PDP Team will review your plan and verify documentation of completion of the plan.	PDP Verification Form
January 15–June 1	Completion Plan Revisions	If a majority does not verify your plan, comments are given, and you must resubmit your revised completion plan to a PDP Team for verification.	PDP Step IV
June 1	DPI Notification	You are responsible for submitting the signed PDP Verification Form along with your completed application and appropriate fee(s) to the DPI for license renewal.	PDP Verification Form

Timeline for the Professional Educator's PDP Process for License Renewal

Time Frame	Component	Description	PDP Form
Year one of your license cycle	Preparing to Write the Plan—Self-Reflection	The first year is for self-reflection, selection of a goal, and formulation and writing of the plan.	PDP Step I
	Writing the Plan—Components	If you have identified more than one goal in your plan, you must follow Step II, A–E, for each goal.	PDP Step I and Step II, A–E
Years two, three, four	Documentation of Annual Review	It is your responsibility to review your plan annually, including a reflection summary and any revisions to your goal(s), objectives, and activities each year of your license cycle except the first and last years. These annual reviews must be submitted to the PDP Team as part of your completion plan.	PDP Step III
July 1–January 15 during the final year of your license cycle	Documentation of Completion of the Plan	It is your responsibility to document and submit your completed plan to the PDP Team for their review and verification.	PDP Step IV
April 1	Verification of Completion of the Plan by the PDP Team	The PDP Team will review your plan and verify documentation of completion of the plan.	PDP Verification Form
January 15–June 1	Completion Plan Revisions	If a majority does not verify your plan, comments are given, and you may need to resubmit your revised completion plan to a PDP Team for verification.	PDP Step IV
June 1	DPI Notification	You are responsible for submitting the signed PDP Verification Form along with your completed application and appropriate fee(s) to the DPI for license renewal.	PDP Verification Form

PDP Team Composition

The PDP Team approves the goal for initial educators and verifies completion of the PDP for both initial and professional educators. The educator initiates this process. The PDP Team is composed as follows:

PDP Team for the INITIAL EDUCATOR:

- One peer (teacher, administrator, or pupil services personnel)
- One administrator
- One higher education representative (IHE)

The PI 34 rule for the initial educator states that the initial educator convenes the Team. PDP teacher Team members are selected through a

peer review process. The IHE Team member is designated by a Wisconsin institution of higher education. The administrator Team member is designated by the school district administrator, subject to approval by the school board. Therefore, an initial educator could select the Team members based on a list that would be available.

PDP Team for the PROFESSIONAL EDUCATOR:

At least three licensed teachers (if you are renewing a license as a teacher) or three administrators (if you are renewing a license as an administrator), or three pupil services personnel (if you are renewing a license in pupil services) selected by your peers

PDP Team Training

To become a PDP Team member you must complete the DPI-approved PDP Team training and be a Wisconsin licensed educator (teacher, administrator, or pupil services personnel) or be designated as an IHE representative by a Wisconsin institution of higher education.

The training includes exercises that focus on

- the educator as a learner;
- the Wisconsin Educator Standards and how they should influence professional growth in a PDP;
- professional growth and its effect on student learning;
- the distinction between portfolios and a PDP;
- the planning process to develop professional growth over three to five years;
- the reflective process of writing a goal;
- professional growth that may change over time and the need for flexibility; and
- biases, beliefs, and attitudes that may influence a role as a PDP Team member.

Team members who have completed the PDP Team training will be identified on the DPI website (dpi.wi.gov/tepdll).

PDP Team Review Process

The PDP review is not evaluative. Team members are not editors, judges, or assessors. To be an effective PDP Team member for the state's license renewal process it will be important for team members to focus on their role as a colleague, helping peers to renew their licenses based on approving

a goal for an initial educator, and verifying completion of a PDP for both initial and professional educators.

Depending on the logistics of PDP Team members' availability, schedules, locations, and so forth, they may meet face-to-face to review the plan; read, review, and provide comments electronically; or a combination of both.

All applicants are required to review their PDP annually in years two, three, and four of their licensure cycle. If an initial educator determines that substantial revisions to his or her goal are necessary, the annual review, with identified changes, must be submitted to the PDP Team of the year revisions are made.

All applicants must submit a completed PDP to the PDP Team in the final year of their licensure renewal cycle. It is the applicant's responsibility to initiate the verification process. The PDP Team will verify completion of the PDPs and communicate verification results to the applicant (*see PDP timeline on the preceding pages*). If a majority of the PDP Team does not verify the plan, comments are given and the applicant resubmits their revised plan to the PDP Team for verification. If two-thirds of the team does not verify the plan at this stage, an appeal of the decision can be made to the state superintendent.

Appeals Process

For teachers or pupil services personnel who wish to contest the decision of the PDP Team, appeals are made directly to the state superintendent. The professional standards council may establish procedures to hear appeals referred. If the professional standards council agrees to hear an appeal, it shall, upon completion of its deliberations, make a recommendation to the state superintendent. The state superintendent shall issue a decision concerning the appeal.

For administrators, appeals shall be made in writing within thirty days to the state superintendent, as prescribed in PI 34.35(8).

SECTION

II

Process for PDP Goal Approval

General Guidelines for PDP Team Goal Approval

The focus of the PDP Team is to approve the goal for initial educators. Team members should review their biases to be conscious of their own projected judgments and evaluative dispositions during this process. Team members will look for whether the educator's plan could result in professional growth and have an effect on students over the next three to five years. Team members will need to determine if the goal is observable and verifiable, not whether it is measurable.

The goal statement should include what the educator is going to learn and why, based on the anticipated positive effect it will have on student learning. Team members ask three questions when approving the goal of an initial educator's PDP:

Question #1: Were all the components in Step II, A–E, included in the PDP?

Question #2: Can the goal lead to professional growth for the educator?

Question #3: Can that growth have an impact on student learning?

PDP Team members are required to review each plan using the *PDP Team Goal Approval Checklist* (found on the following pages). Team members check either “yes” or “no” to each question. All items must be marked “yes” in order for the goal to be approved. The PDP Team member circles approved and signs and dates the *PDP Goal Approval Form* (found on the last page of Section II) and it is returned to the initial educator. If two of the three Team members approve (two-thirds agreement), the PDP goal is approved.

If a Team member marks “no” on the checklist, they must provide comments about what needs to be done by the applicant in order for the Team member to check “yes.” If there is one or more “no” checked, the PDP Team member circles not approved and signs and dates the *PDP Goal Approval Form*, and it is returned to the initial educator. If there is not two-thirds agreement among Team members, the initial educator must revise their goal and resubmit their plan to the PDP Team.

PDP Team Goal Approval Checklist

- Goal approval is required for initial educators.
- If the educator has identified more than one goal, they must follow Step II, A–E, for each goal.
- The goal is not approved unless all items are checked “Yes.”
- For each item checked “No,” comments must be provided about what needs to be done by the applicant in order for the PDP Team member to check “Yes.”

PDP Step	PDP Component	PDP Team		PDP Team Comments
		Yes	No	
	Did the applicant			Comments are required for all items checked “No.”
Step II A	<ul style="list-style-type: none"> • Include a description of their teaching, pupil services, or administrative position? 			
	<ul style="list-style-type: none"> • Include the number of years teaching, been an administrator, or in pupil services? 			
	<ul style="list-style-type: none"> • Include whether the school is located in an urban, suburban, or rural setting? 			
	<ul style="list-style-type: none"> • Include the ethnic, cultural, special needs, and socioeconomic makeup of the school population? 			
	<ul style="list-style-type: none"> • Include a description of their building and/or district goals? <i>(Optional)</i> 			
Step II B	<ul style="list-style-type: none"> • Describe how their goal(s) will impact their professional growth? 			
	<ul style="list-style-type: none"> • Describe how their professional growth will have an effect on student learning? 			
Step II C	<ul style="list-style-type: none"> • Include a rationale for how their goal(s) links to their self-reflection? 			
	<ul style="list-style-type: none"> • Include a rationale for how their goal(s) connects to their school/teaching/administrative/pupil services situation? 			
	<ul style="list-style-type: none"> • List which Wisconsin Educator Standards will promote their professional growth (two or more)? 			
Step II D	<ul style="list-style-type: none"> • Include methods to assess their professional growth? 			
	<ul style="list-style-type: none"> • Include methods to assess the effect of their professional growth on student learning? 			

PDP Step	PDP Component	PDP Team		PDP Team Comments
	Did the applicant	Yes	No	Comments are required for all items checked "No."
Step II E Objectives	<ul style="list-style-type: none"> • Include objectives that directly address the goal(s)? 			
	<ul style="list-style-type: none"> • Include objectives that are observable and verifiable? 			
Step II E Activities	<ul style="list-style-type: none"> • Align activities with the goal(s) and objectives? 			
	<ul style="list-style-type: none"> • Extend the activities throughout the licensure cycle? 			
	<ul style="list-style-type: none"> • State the timeline? 			
Step II E Collaboration	<ul style="list-style-type: none"> • Include collaboration with others in the plan? 			

PDP Goal Approval Form

(To Be Completed by the PDP Team)

Applicant's Information

Applicant's Name: _____ Applicant's License No.: _____

Date Goal Submitted: _____

Professional Development Plan Team Members

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one) Goal Approved Not Approved
---	---

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one) Goal Approved Not Approved
---	---

Team Member Name: _____ Date Trained: _____ (As a Team Member) Representing (check one): <input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE Signature: _____ Date: _____	(Circle one) Goal Approved Not Approved
---	---

Note: The initial educator must have this form completed and signed by the PDP Team.
A copy of this signed and approved form must be submitted along with your completed plan for the PDP verification process.

Process for PDP Verification

SECTION

III

General Guidelines for PDP Team Verification of a Plan

During the final year of both the initial educator's and the professional educator's license cycle, the PDP Team has the responsibility for verifying completion of a PDP. The focus of the verification process is on the documentation of the educator's professional growth based on two or more Wisconsin Educator Standards and whether that professional growth had an effect on student learning. Team members are reminded that they are colleagues helping peer educators to renew their licenses based on verification of completion of the PDP. At the initial educator level, some teams will be verifying PDPs implemented in less than five years.

Team members focus on verifying completion and documentation of a plan, not evaluation of the quality of a plan. The *PDP Team Verification Checklist* (found on the following pages) is used to determine if the applicant has documented completion of his or her plan, included three annual reviews, and, for the initial educator, included the approved and signed Goal Approval Form. Team members check either "yes" or "no" for each question. PDP Team members are looking for answers to the following questions:

- Were the components of Step IV included in the plan?
- Did the goal lead to professional growth in the standards for the educator?
- Did his/her professional growth have an effect on student learning?

PDP Team members are required to review each plan using the *PDP Team Verification Checklist*. Team members check either "yes" or "no" for each question. All checks must be "yes" in order for the PDP to be verified. The PDP Team member checks "approved" and signs and dates the *PDP Verification Form* (found on the last page of this section), and it is returned to the educator. If two of the three Team members approve (two-thirds agreement), the PDP is verified.

If a Team member marks "no" on the checklist, they must provide comments about what needs to be done by the applicant in order for the Team member to check "yes." If there is one or more "no" checked, the PDP Team member circles "not approved" and signs and dates the *PDP Verification Form*, and it is returned to the educator. If there is not two-thirds agreement among Team members, the educator must revise their completion plan and resubmit to the PDP Team.

PDP Team Verification Checklist

- If the educator has identified more than one goal, they must follow Step II, A–E, for each goal.
- The goal is not approved unless all items are checked “Yes.”
- For each item checked “No,” comments must be provided about what needs to be done by the applicant in order for the PDP Team member to check “Yes.”

PDP Step	PDP Component	PDP Team		PDP Team Comments
		Yes	No	
	Did the applicant			Comments are required for all items checked “No.”
Step II A	<ul style="list-style-type: none"> • Include a description of their teaching, pupil services, or administrative position? 			
	<ul style="list-style-type: none"> • Include the number of years teaching, been an administrator, or in pupil services? 			
	<ul style="list-style-type: none"> • Include whether the school is located in an urban, suburban, or rural setting? 			
	<ul style="list-style-type: none"> • Include the ethnic, cultural, special needs, and socioeconomic makeup of the school population? 			
	<ul style="list-style-type: none"> • Include a description of their building and/or district goals? <i>(Optional)</i> 			
Step II B	<ul style="list-style-type: none"> • Describe how their goal(s) will impact their professional growth? 			
	<ul style="list-style-type: none"> • Describe how their professional growth will have an effect on student learning? 			
Step II C	<ul style="list-style-type: none"> • Include a rationale for how their goal(s) links to their self-reflection? 			
	<ul style="list-style-type: none"> • Include a rationale for how their goal(s) connects to their school/teaching/administrative/pupil services situation? 			
	<ul style="list-style-type: none"> • List which Wisconsin Educator Standards will promote their professional growth (two or more)? 			
Step II D	<ul style="list-style-type: none"> • Include methods to assess their professional growth? 			
	<ul style="list-style-type: none"> • Include methods to assess the effect of their professional growth on student learning? 			
Step II E Objectives	<ul style="list-style-type: none"> • Include objectives that directly address the goal(s)? 			
	<ul style="list-style-type: none"> • Include objectives that are observable and verifiable? 			

PDP Step	PDP Component	PDP Team		PDP Team Comments
	Did the applicant	Yes	No	Comments are required for all items checked "No."
Step II E Activities	<ul style="list-style-type: none"> Align activities with the goal(s) and objectives? 			
	<ul style="list-style-type: none"> Extend the activities throughout the licensure cycle? 			
	<ul style="list-style-type: none"> State the timeline? 			
Step II E Collaboration	<ul style="list-style-type: none"> Include collaboration with others in the plan? 			
Step III	<ul style="list-style-type: none"> Include a reflection of how they grew professionally throughout the year in the standards identified in their plan? 			
	<ul style="list-style-type: none"> Include a reflection of how their professional growth had an effect on student learning? 			
	<ul style="list-style-type: none"> Include a reflection of collaboration? 			
	<ul style="list-style-type: none"> Include any revisions in their goal(s), objectives, or activities, if revisions were needed. If no revisions needed, check "Yes". 			
	<ul style="list-style-type: none"> Fill in dates for all objectives and activities completed during that year? 			
Step IV	<ul style="list-style-type: none"> Include an annual review for years two, three, and four of the plan? 			
	<ul style="list-style-type: none"> Provide three to five pieces of evidence and a description of each? 			
	<ul style="list-style-type: none"> Include how their evidence verified their professional growth? 			
	<ul style="list-style-type: none"> Include how their evidence verified the effect of their professional growth on student learning? 			
	<ul style="list-style-type: none"> Include a summary and reflection of how they grew professionally in the standards identified in their plan? 			
	<ul style="list-style-type: none"> Include a summary and reflection of how their growth had an effect on student learning? 			
	<ul style="list-style-type: none"> Include a summary and reflection of how they collaborated with others? 			
	<ul style="list-style-type: none"> Fill in completion dates for all objectives and activities? 			
	<p>For the initial educator</p> <ul style="list-style-type: none"> Include the approved and signed PDP Goal Approval Form? 			

PDP Verification Form

(To Be Completed by the PDP Team)

Applicant's Information

Applicant's Name: _____ Applicant's License No.: _____

Date Goal Submitted: _____

Professional Development Plan Team Members

<p>Team Member Name: _____</p> <p>Date Trained: _____ (As a Team Member)</p> <p>Representing (check one):</p> <p><input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE</p> <p>Signature: _____ Date: _____</p>	<p>(Circle one)</p> <p>PDP Verified</p> <p>Not Verified</p>
--	---

<p>Team Member Name: _____</p> <p>Date Trained: _____ (As a Team Member)</p> <p>Representing (check one):</p> <p><input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE</p> <p>Signature: _____ Date: _____</p>	<p>(Circle one)</p> <p>PDP Verified</p> <p>Not Verified</p>
--	---

<p>Team Member Name: _____</p> <p>Date Trained: _____ (As a Team Member)</p> <p>Representing (check one):</p> <p><input type="checkbox"/> Teacher <input type="checkbox"/> Pupil Services <input type="checkbox"/> Administrator <input type="checkbox"/> IHE</p> <p>Signature: _____ Date: _____</p>	<p>(Circle one)</p> <p>PDP Verified</p> <p>Not Verified</p>
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Note to Applicant: Submit this completed PDP Verification Form with your license renewal application and fee to DPI.

APPENDIX

A

Professional Development Plan at a Glance

Professional Development Plan at a Glance

Educator's Name: _____ Educator's Phone Number: _____

Educator's Address: _____

Educator's SS#: _____ Educator's Fax Number: _____

Educator's E-mail: _____

Educator's School District: _____ School Year Plan Submitted: _____

Current Educational Assignment: _____ No. of Years in Current Assignment: _____

No. of Years of Educational Experience: _____

Licensure Renewal Date: _____ License(s) to Be Renewed: _____

Present Licensure Stage: ☐ Initial Educator ☐ Professional Educator ☐ Master Educator

Licensure Stage Sought: ☐ Professional Educator

Professional Licensure Category: ☐ Teacher ☐ Administrator ☐ Pupil Services

Step I: Preparing to Write the Plan: SELF-REFLECTION

Step II: Writing the Plan: COMPONENTS

If you have identified more than one goal in your plan, follow Step II, A–E, for each goal:

- A. Description of School and Teaching/Administrative/Pupil Services Situation
- B. Description of the Goal(s) to Be Addressed
- C. Rationale for Your Goal(s) and Link to Self-Reflection, Educational Situation, and Standard(s)
- D. Plan for Assessing and Documenting Achievement of Your Goal(s)
- E. Plan to Meet Your Goal(s): Objectives, Activities and Timeline, and Collaboration

Date goal(s) (including Step II, A–E) submitted to the PDP Team: _____

Date goal(s) approved/not approved by the PDP Team: _____

Step III: Annual Review of Your Plan

(to be completed in years two, three, and four of the licensure cycle)

- A. Completion dates for objectives and activities completed during each year
- B. Reflection summary of your growth made throughout the year
- C. Description of any revisions made in your goal(s), objectives, or activities

Step IV: Documentation of Completion of Your Plan

(to be completed at the conclusion of the licensure cycle)

- A. Three to five pieces of evidence
- B. Reflection and summary of your professional growth and its effect on student learning

Also include your Annual Reviews and, for the initial educator, your approved and signed
Goal Approval Form

Date plan submitted to the PDP Team: _____

Date plan verified/not verified by the PDP Team: _____

Subchapter II— Wisconsin Standards

To receive a license to teach, or in an administrator or pupil services category, in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

Subchapter II—PI 34.02 Teacher Standards

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

A complete listing of the Wisconsin Educator Standards can be found at the following DPI website: dpi.wi.gov/tepd.

Subchapter II—PI 34.03 Administrator Standards

- (1) The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
- (2) The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- (3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- (4) The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- (5) The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- (6) The administrator acts with integrity, fairness, and in an ethical manner.
- (7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Subchapter II—PI 34.04 Pupil Services Standards

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.
- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- (5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- (7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.